

THE CLASSICAL OUTLOOK

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LATIN FOR INTERNATIONAL UNDERSTANDING AND COOPERATION

By GOODWIN B. BEACH
Hartford, Connecticut

MODERN TIES to the ancient way of life seem fainter in some countries than in others. In Germany they are surely faintest. Perhaps the Germans were never really civilized, but only seemed to be a part of the western world by virtue of a thin veneer over their innate barbarism. At any rate we know that classical studies there have progressively lost favor for fifty years, and that the Germans' regression into barbarism has inversely kept pace. In our own country, our dependence upon antiquity has not seemed so great in recent years as it was before; but the horrors of war seem to be awakening us to the consciousness that science and technology are not the final answer to the needs of mankind.

Now, some of our spokesmen are demanding for us leadership in a world league, on the ground of wealth, size, resources, and what not. Although these advantages and the resultant strength are important, still they are not enough to win the other nations' respect and to assure us the desired leadership. These are materialistic qualities, and therefore fall into the same category as those of our enemies. The only distinction lies in their misuse of them, and in our having thus far used them well. Therefore, although these qualities have in war won us the other nations' respect, we cannot rely upon them after the war to win us cultural esteem, for they are not the qualities to cure the world's ills. Wisdom almost supernal is needed to that end, and these gadget qualities are not the seed of wisdom. Our reputation in the recent past has not been too high. In illustration, it is reported that an Englishman, some years ago, on returning home from America, was asked whether he had met any cultured people there; he replied, "Oh, yes—but few under fifty."

I myself had an experience of this sort last year. The Chamber of Commerce of my city sent me a note that it



Courtesy of Marymount College

"THE TROJAN WOMEN" OF EURIPIDES, AT MARYMOUNT COLLEGE, SALINA, KANSAS.

had received, reading as follows: "Do you know a family Beach in Hartford? I have a message for Mr. Beach from his daughters in France. I have forgotten his name and his address. I am sorry that I can not write better, but French is my language." I replied in French, asking his news. There came back a beautifully written letter in the best French. Among other things, my correspondent informed me that he was a Belgian, and that he had been a law student. On the German irruption he escaped into southern France, where he had supported himself teaching mathematics, Latin, and Greek. That, as an acknowledgment was due, was my cue. I thanked him in a letter written in Latin. His immediate response surpassed all that I had foreseen: "What a surprise to receive from an American citizen a letter written in Latin and embellished with a quotation in Greek!" What implications are unwittingly embedded in those few words! They certainly imply no respect for American culture. They do, however, open a view of the road that we must traverse, if we are to gain the respect of the people in whose company we must guard the peace of the world

and to attain among them the leadership to which we aspire — peoples "hard boiled," to be sure, but still revering the scholar and the gentleman. My correspondent continued: "I was greatly moved, for I thought of all the ancient poetry of which I am presently deprived, and I was surprised to have made the acquaintance of an American capable of thinking of other problems than 'la moteur de sa Ford ou le frigidaire dans son home!'" These quotations would be amusing but for their implications. At any rate, they point a moral.

At the joint meeting of the American Classical League and the New York Classical Club in New York last October, one of the speakers mentioned the surprise expressed by a delegation from Soviet Russia at our neglect of the classics. Mind, this was a delegation from Soviet, not Czarist, Russia—Soviet Russia, whose faith we firmly believe rests wholly in technology and too little in things cultural! There, it seems, they still believe in the advantage of studying Latin and Greek.

We must not forget that many of the peoples of Europe and of South America, with whom we must cooperate, are Latin

not only in civilization, but in blood and language. They are conscious of their direct connection with ancient Rome, and very proud of it, and they respect and revere the Latin language from which their own speech is descended.

In view of considerations such as these, it is my opinion that Latin, both as a culture and as a language, must bulk larger in the basic education of post-war America than it has in this country for over a generation. By "basic education" I mean the education that precedes any training in the various vocational fields, and more especially that which precedes training for the law, diplomatic service, or even foreign trade. Once again, Latin must become the common language of educated persons in all civilized lands.

There are many signs that a realization of this fact is stirring in the minds of the American people. We hear of neighborhood reading clubs, in which lawyers, business men, physicians, and clergymen assemble to read Latin and Greek literature in the original languages. Paul Mallon in his column has become of late a doughty champion of sound discipline, even if not specifically of the classics. Dorothy Thompson and John Kieran, in like manner, have taken up the cudgels for the classics in American education. "The Human Engineering Laboratory" has recommended Latin for those young people tested by them who show aptitude for leadership, on the theory that all leaders are men of large vocabulary, and that Latin is the very best builder of vocabulary; they recommend not two years, but *four* years of Latin for these future leaders of America. What is more, they recommend, in addition, for boys in the first rank—Greek.

That some of this is bearing fruit even now may be seen from a glance at one of our prominent preparatory schools. In this school there are classes in first, second, and third year Greek—although Greek is not a required subject, but is taken solely on the boys' initiative. Furthermore, the Latin classes are very heavily populated; there are three very large (*permagna*!) classes in Cicero.

And one more instance of the many that might be brought forward: A former M. I. T. instructor, now holding an important industrial position, recently said to me that before ever his sons embark on their technical training, they are going to have a sound liberal arts education, "for I have seen too many brilliant minds caught in a narrow rut, and I have

had to spend too much time getting these people out of trouble because they don't know what the world is all about."

MARCUS ET GAIA

(Based on "Reuben, Reuben, I've Been Thinking")

By FARRAND BAKER

Oak Park and River Forest Township (Illinois)
High School

GAIA:

Marce, sum mirata quale
Esset genus hominum,
Viris omnibus transvectis
Ultra fines marium.

MARCUS:

Per caelestes immortales
Esset nobis melius
Viris omnibus transvectis
Vastum super pelagus.

GAIA:

Marce, Marce, sine viris
Esset vita gratior;
Numquam esset tunc pugnandum;
Mundus esset melior.

MARCUS:

Gaia, Gaia, nos putamus
Nihil fore melius
Quam instanter nos portari
Procul super pelagus.

GAIA:

Mihi, Marce, noli loqui
Rursus verba talia;
Modo ioca tunc agebam:
Tene id memoria.

MARCUS:

Gaia, tecum esse volo,
A te missus moriar;
Parce mihi, O puella,
Ne dolore ardeam.

MARCUS ET GAIA:

Semper, semper (te amabo)
Tecum esse maneam!
Ama me, O vita mea,
Ne desertus (-a) peream!

AMERICAN CLASSICAL LEAGUE CITATIONS

By B. L. ULLMAN
University of North Carolina

At the last meeting of the Council of the American Classical League, citations for "meritorious and distinguished service in behalf of the humanities in American life," and specifically of the classics, were awarded to Virginia C. Gildersleeve, Dean of Barnard College, and only woman member of the United States delegation at the United Nations Conference at San Francisco; Archer M. Huntington, art collector, author, founder of the Hispanic Society, and patron of the classics; and Lincoln MacVeagh, Ambassador to Greece, who has been of great assistance to American scholars working in Greece.

Those who have received citations in the past include Gertrude Atherton, the novelist; William C. Bagley, editor of *School and Society*; Goodwin B. Beach, business man who loves to write Latin; H. J. Haskell, editor of the *Kansas City Star*, and author of *This Was Cicero*; John Kieran and Walter Lippmann, columnists; Roscoe Pound, Dean of the Harvard Law School; Lucien Price, of the *Boston Globe*; Dorothy Thompson, columnist; and the late Wendell Willkie.

In expressing appreciation of this honor, which all recipients have regarded as a high distinction, Dean Gildersleeve wrote: "I have never changed my views regarding the value of the classics, and hope to continue to support the study of that great heritage as long as I live."

Mr. Huntington wrote: "I am happy indeed to find myself among those who stand for traditions in which I believe."

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LEAGUE OFFICERS FOR 1945-46

Members of the American Classical League are reminded that their officers are their representatives in the determination of policies of the League. Any officer will welcome suggestions from members, and will gladly clarify any matter upon which questions may be raised.

The officers of the American Classical League for the year 1945-46 are as follows:—President, B. L. Ullman, University of North Carolina; Vice-Presidents, Anna P. MacVay, of Athens, Ohio, W. L. Carr, of Colby College, Waterville, Maine, Richard M. Gummere, of Har-

Volume III (1945) of the St. Louis University Essays in Honor of St. Thomas Aquinas contains several articles of interest to the teacher of the classics. In addition to articles and notes on teaching, it contains an essay on "Paul Shorey and American Humanism," by W. C. Korfmacher.

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A Language Conference was held at the University of Wisconsin on July 10, 11, and 12, 1945. Addresses, demonstration lessons, group discussions, and demonstrations of mechanical aids featured the sessions.

CLASSIC LAUDS

A Parody on "Lauds for Loretta," by Brian McShane.
The author desires to remain anonymous.

Praise the Lord each conjugation!
Praise the Lord alliteration!
Praise the Lord a good translation!
Praise the Lord!

Praise the Lord all purpose clauses!
Praise the Lord caesural pauses!
Praise the Lord subjunctive causes!
Praise the Lord!

Praise the Lord a metaphor!
Praise the Lord *utor, vescor*!
Praise the Lord linguistic lore!
Praise the Lord!

Praise the Lord a simile!
Praise the Lord metonymy!
Praise the Lord a strong spondee!
Praise the Lord!

Praise the Lord apostrophe!
Praise the Lord synecdoche!
Praise the Lord hyperbole!
Praise the Lord!

Ave, Domine! Let me know the answers
so I won't fall flat in
The thing that I was seeking, Lord—
an "A" in Latin!

The twenty-first annual production of a Greek play in English translation at Cedar Crest College, Allentown, Pa., on May 31 and June 1, 1945, featured the *Iphigenia Among the Taurians*, by Euripides. It was preceded by a dance mime prologue depicting a Taurian sacrifice.

Letters From Our Readers

THE GENERAL QUOTES LATIN

Mr. Robert F. W. Meader, of Wolfeboro, New Hampshire, writes:

"I've just come across a quotation which Maj. Gen. Ira C. Eaker made in a letter to some Sunday School youngsters in Atlanta, Ga., some time back, when they had written him a letter of congratulations on his achievements in Germany. The General quoted Vergil, *Georgics* i. 474-5 . . .

armorum sonitum toto Germania

caelo

audii, insolitis tremuerunt motibus
Alpes.

I don't know whether Gen. Eaker considers himself a prophet of doom or its fulfiller, but it sounds like the *Sortes Vergilianae*, doesn't it?"

THE CLASSICS IN CHINA

Mrs. Floy Beatty, of the American Classical League Service Bureau, Nashville, Tennessee, sends in a V-mail letter which she received from a corporal on active duty in China. He writes:

"I should appreciate your sending me a copy of the pamphlet, 'Why Latin and Greek Should Not Be Discontinued in Our Schools.' This is a topic that I have often discussed, and I am always interested in having further information on it."

CLASSICISTS IN THE ARMY

An Army officer in the South Pacific, who for military reasons must remain anonymous, writes as follows:

"I have observed that in the general work out here—not merely the language end of it—scholars are by far our most able officers, and among them the classics men are the best. If anyone ever refers again in my hearing to the 'worthless scholar,' I'll have his neck! If we had more scholars, more men who know how to use and evaluate sources, more men who have been trained in putting down the result of their research in clear, readable form, our efficiency would be improved greatly. I have had to train personnel all along; and I find that instead of giving them the specialized training they come to me to receive, I have had first to give them work which is simply second nature to any scholar who has used libraries and bibliographies. Give me men who have grubbed around in libraries for years writing

papers on the use of the subjunctive in Longinus, and I'll guarantee that they can be made into the most useful officer personnel in the Army."

LATIN AS AN INTERNATIONAL LANGUAGE

Miss Hazel K. Farmer, of the Webster Groves (Missouri) High School, sends in the following extract from a letter written by a former student, now in the Army:

"When I was in France, I had an experience which made me think of you and of my Latin classes. I happened along as a French priest was trying to make himself understood by one of our officers. The officer himself wasn't too sharp at French, and my ability in that language left quite a lot to be desired. The officer asked me to interpret. I told the priest that I could speak a little Latin; so for the next fifteen minutes or so I struggled along with long unused subjunctives, participles, etc., and we got along famously. Little did I realize, as I boned over Caesar, Cicero, Vergil, Catullus, Lucretius, Ovid, Tibullus, and Propertius, that some day I'd have a practical use for Latin in the Army!"

THE CLASSICS AND THE NAVY

Miss Farmer sends in another letter from a former student, now in the Navy Midshipmen's School:

"Just about every time I sit down to write to you I think of a new reason for appreciating my four years' experience in Latin. . . . To succeed here takes a lot of concentration. Of all the things I have ever studied, Latin has been the most helpful. This whole business of learning to be an officer seems much like studying Latin. . . . Caesar was rough, Cicero interesting, and Vergil recreation. . . . I haven't enjoyed a mental work-out so much since the days of 'Quousque tandem abutere, Catilina,' and 'Arma virumque cano?' . . . Perhaps you know that P—J— got his commission on the strength of his Latin training."

ENROLLMENT

Farrand Baker, of the Oak Park and River Forest Township (Illinois) High School, writes:

"Perhaps you will be interested to know that Latin continues to hold its own here in Oak Park. We have a department of seven teachers. There are two flourishing Latin clubs, and we crown each year's work with a Roman banquet. Believe it or not, interest in things classical has never waned in our school."

"DECLENSION OF A MUTT"

Mr. Henry Harmon Chamberlin, of

Worcester, Mass., writes in to comment in jocular vein upon teachers of literature who lack classical training:

"No teacher of modern literature can give a well-rounded course without some education in the classics, whether his course is in English, German, French, Italian, or Spanish literature. Without these requisites he will, so far as his subject is concerned, remain, in vulgar parlance, 'a mutt.' Ah me! I wonder how many a mutt, both in school and in college, labors under the delusion that he is teaching modern literature! If you wanted to decline him according to Latin grammar, and to put him into sentences, your reflections might run somewhat as follows:

"Nominative, 'Here is a mutt.' (Present company always excepted.) Genitive, 'These are the words of a mutt.' Dative, 'But we must pay attention to the mutt and make allowances for the mutt.' Accusative, 'For we have chosen his course and must tolerate the mutt.' Ablative, 'But after all we must cooperate with the mutt, and even bear in mind the vagaries which proceed from the mutt, because we shall have to write an examination paper which will be corrected by the mutt.' Vocative, 'O you mutt!'"

"FRIENDS! ROMANS! COUNTRYMEN!"

Mrs. Mildred Gilpin, of the Tolleston School, Gary, Indiana, writes:

"Recently my second-year Latin class translated into Latin the first thirty-five lines of Mark Antony's speech in Act III, Scene II, of Shakespeare's *Julius Caesar*. Copies were presented to English students reading the play, so that they might have some idea of what the Latin may have been like."

FLASH CARDS

Miss Edith G. Weeber, of the Millburn Township (New Jersey) High School, writes:

"There are many who condemn flash cards, but my students have improved greatly in vocabulary since I have started to use this device for review and drill. My students made the flash cards themselves of salvaged materials, using old filing folders and the colored covers of Christmas assembly programs. The cards are approximately 3½ by 8½ inches. The youngsters trace the letters with the aid of a commercial letter stencil card, and then fill in the letters with India ink. Such cards are clearly visible in the average classroom. It is worth noting that we have not taken class time for work on this project.

"We have used different colors of paper for the various parts of speech. The available paper has dictated our choice of colors. Since we have a good supply of red paper, and since verbs are very important, we have put the verbs all on red paper. Nouns are on green paper, and the few pronouns on light blue paper. We have massed all the 'odd' words (adverbs, prepositions, conjunctions) on the manila folder paper. Because of what one of my students calls 'the papyrus shortage,' we have neglected adjectives so far, but we hope to remedy this soon."

THE CAESAR BIMILLENNIUM

Professor E. Adelaide Hahn, of Hunter College, writes:

"I noted with horror the suggestion by Minnie Lee Shepard in *THE CLASSICAL OUTLOOK* for March that we 'celebrate in 1945 the 2000th anniversary of Caesar's invasion of Britain, that important first step in making our civilization Greco-Roman and ultimately Christian, rather than Teutonic and pagan.'

"Even on historic grounds this seems to me debatable. How far any Greco-Romanizing and Christianizing wrought by Rome in England survived the Germanic invasions is open to question. Furthermore, the very fact that the once heroic Celts succumbed to their Teutonic (and pagan) conquerors may have been due to their previous conquest by the Romans whom once they had fought so valiantly. This at least is the view of Botsford, who says (*A History of Rome*, 321): 'Though Roman civilization and Christianity took no deep hold upon this island, the yoke of Rome had made the Celtic population weak and cowardly.' In consequence they fell a prey to the Germanic raiders who began to plunder the coast as early as the third century in the new dark ages of the Roman Empire, and after the withdrawal of the legions all defense collapsed utterly. It is true that the Germanic settlers in Britain ultimately became Christian in their turn, but so did the Germans everywhere, even in lands that had never known the Roman yoke. As for Greco-Roman civilization in Britain, that was assuredly extinct. The next advance in culture came as the result of the conquest in 1066 by another Teutonic tribe, which, to be sure, spoke a Latin language, and came with the blessing of the new ruler of the Eternal City.

"But let us grant that Mrs. Shepard's history is correct and that Caesar's invasion did help make our civilization

Greco-Roman and ultimately Christian. Granted, too, that Greco-Roman civilization is preferable to Teutonic, and Christianity to paganism—still on ethical grounds I refuse to sanction the doing of evil even though good may come as its result. Just as I would not celebrate 449 or 1066 A.D., so I would not celebrate 55 B. C.; or, if I did, it would be to honor the daring fighting 'on the beaches' of liberty-loving natives that vanquished the forces of grasping militarism in that early Battle of Britain.

"Let us not be led by our love of the Latin language and literature, or by our admiration for much that *was* admirable in the civilization of Rome, into condoning, and even glorifying, aggression and inhumanity, which remains the same whether practiced by the new German barbarians of today or by the Romans of old."



SOME REMARKS ON COLLEGE LATIN

By KONRAD GRIES
Queens College, Flushing, N. Y.

(Note: With this article we introduce the new Business Manager of THE CLASSICAL OUTLOOK, Mr. Konrad Gries.)

In an article appearing in a recent issue of *The Classical Weekly* (January 8, 1945), I gave some account of the position occupied by Greek at a newly-founded college where it has always been an entirely elective subject, not only faced by the competition of all the more "practical" elective subjects but handicapped as well by a curricular provision whereby all students must have devoted five years (including their high school work) to the study of a *modern* foreign language before they may graduate, and by the stronger attraction of its sister language, Latin. To learn how this "stronger" language has fared at the same institution may be, the writer believes, of interest to the readers of THE CLASSICAL OUTLOOK.

Queens College, located in Flushing, New York, with which I have had the good fortune to be associated since its founding in 1937, is one of the four municipally supported colleges that form the College of the City of New York. As has been already remarked, the curriculum makes no provision for the required study of either of the classical languages. Indeed, the scales are heavily weighted in favor of the modern languages—French, German, Italian, and Spanish—one of which must have been studied for

five years before graduation. Thus the study of Latin is restricted, largely, to two groups: the one comprises those students who are so highly impressed with the value of Latin through their previous work in the language that they decide to continue it in spite of obstacles; the other is made up of those who, for some reason or other, realize the desirability of some knowledge of Latin, upon or after their coming to college with no Latin at all.

The eight years of the existence of Queens College have seen but a handful of students of this latter group. Only twice, as a matter of fact, has it been



LATIN PRIZES

Professor John W. Spaeth, Jr., of Wesleyan University, Middletown, Conn., reports that the Wesleyan University chapter of the Phi Beta Kappa Society has recently instituted two prizes of ten dollars each, to be awarded annually in the two Middletown high schools to the students who have done the best work during the year in the advanced course in Latin. Professor Spaeth indicates that there might be a "suggestion for others" in this news item.



possible, in a college where entering classes number between three and four hundred incoming freshmen, to gather enough students to form a beginners' class. (Ten is generally the minimum number of applicants necessary before an elective course can be given at Queens College.)

These beginners find it impossible to fit more than a year of Latin into their crowded schedules of required and elective courses; as a result, they have not been of much use in adding to the number of those who take the more advanced courses, those of a really collegiate nature. These advanced courses, then, cater exclusively to the student who has had three or four years of Latin in high school. Here, however, seems to lie real proof of the innate strength of our subject: despite a shrinking Latin registration, despite the natural allurements of the host of rival subjects in the curriculum, despite the difficulties raised by the recent war years, never a term has come but that, from among the incoming class, enough lovers and appreciators of Latin

have appeared to make it possible to form at least one small class of "advanced" Latin. Inspired or persuaded by their teachers in the high schools, public and parochial, or coming of their own conviction, their own realization of their need or desire for Latin—there they have always been, a little (sometimes a very little) group who know what they want and are determined to get it.

Some of the "Latinists" have their fill, to be sure, after one or two terms; more numerous is the group that would like to continue but cannot fit into their programs further work in what must sometimes seem to them a luxury subject. But there have always been a faithful, favored few who go on to take three, four, six, yes, even eight semesters of Latin; who add Greek to their attainments; who, in short, think so highly of our subject that they actually "major" in it. Few indeed are the members of this last group, but there they are, to attest to the attractions and worth of that much maligned subject of ours.

It may not be amiss, after this brief analysis of the partakers at our feast, to set down the nature of the "meals" that are served to them at Queens College. In his development of these offerings, it has been the writer's aim to present to the students such parts of the rich variety of Latin prose and poetry as would be well within their grasp, and in such abundance and arrangement as would reveal to them as much of the scope of this literature and the life of the world behind it as the length of the course would permit.

I should like to interpose here my strong objection to the undergraduate Latin course that centers exclusively around one author. Most of my "customers" have spent one year with Caesar, another with Cicero, perhaps a third with Vergil. Sometimes it seems to me as though they leave high school with the impression that these two or three people are the only ones ever to have written, nay, spoken the Latin language! What a pity, in view of the riches that are surely not beyond the average high school student of Latin! For the college student, at any rate, the more abundant the table set for him in any one course, and the more knowledge he gains therein of men and letters, the greater will be the interest aroused in him for further reading, and the utility that will accrue to him in his later attempts to enjoy and interpret his own literature and that

of the world. It is not that the writer favors the teaching of literary history beyond that of any other phase of letters that comes within our own province. It is his aim rather to acquaint and familiarize the student, through personal contact, with as many of the great names of Latin literature as his time will permit.

Another factor in determining the content of the courses at Queens College has been the realization that, without comparison, appreciation becomes a difficult matter. How can the student discern the excellencies, or even the characteristics, of Vergil if he knows no other epic? How savor the peculiar virtues of Livy or Horace without some other historian or lyricist to set beside them? Thus at Queens there are no courses in this author or that, but courses in this type of literature or that—the Roman epic, Roman history, Roman satire, Roman philosophy, etc. The only exception, and that made merely because of the author's known difficulty, is Tacitus, who has the honor of a course to himself—and even in this instance a first acquaintance with the author is made possible earlier, through his inclusion in the course on Roman historians.

That there are shortcomings to this plan is regrettably true. Acquaintance is shallower, authors and works must be read in even more fragmentary excerpts than normally, and the finer points of style cannot be covered. Yet it may be said in its defense that, as the college curriculum is now constituted, some sacrifices must be made to time, and to the times. Our students remain with us for one, two, perhaps three or four semesters. To initiate them into subtleties, to attempt to give them a profound and thorough knowledge of one author a course, is not, in the writer's eyes, to do them a service, but rather to deprive them of something pertinent to their future development in favor of that which he believes they are not even ripe enough to appreciate. Much better, indeed, is it to let them taste of several dishes; to let them see how various men have dealt with the same problem or the same subject, and how their differing talents have responded to its challenge in differing ways; to guide them broadly (*longe lateque*) over the fields of Latin literature, that they may at least know the paths, should they wish to tread them later on alone.

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Hostibus victis, civibus salvis, re placida,
pacibus perfectis . . .

—Plautus, *Persa* 753

THE FEEDING OF SOLDIERS IN BATTLE—IN ANCIENT AND IN MODERN TIMES

By H. N. COUCH
Brown University

When Napoleon declared that "An army fights on its stomach," he gave pungent expression to one of the less romantic, but not less exigent, aspects of war. Attention to this homely wisdom has many a time paved the way to victory, while neglect of it has plunged to defeat armies which in every other respect were greatly superior to their opponents. Napoleon stands at a point between antiquity and the present. In our own day the provisioning of an army in the field, at sea, and in the air has been accomplished with a scientific precision never before contemplated. Just as airplanes flying in the stratosphere, or bombs falling from enormous distances at super-sonic speed, which means simply at a speed in excess of the velocity of sound waves (approximately 1090 feet per second), have driven physicists to their laboratories to solve a complicated mass of attendant problems that never so much as entered the imagination of Roman generals, so the physiology of human digestion at great altitudes and at great depths has challenged the ingenuity of food chemists. Nevertheless, the basic philosophy of Napoleon has at all times been true, as an examination of the details of military campaigning in any age will make clear.

In furtherance of this line of thought, I should like now to do two things: first, to describe briefly some of the most modern techniques of feeding an army; and second, to illustrate from an incident in the Second Punic War the importance of the same problem in antiquity.

My information in the first instance is as modern as radio, for it is derived from a broadcast emanating from "The Yankee Kitchen," and presented over the Yankee Network on April 12, 1945. According to the broadcast (I am indebted to the proprietors of Broadcast Advertising, Inc., of Boston, Mass., who at my request very kindly made available to me a copy of the pertinent part of the script in question), a certain Captain Walter McClinn has long interested himself in the problem of food for mobile fighters. He has himself tested his dietary theories by taking his place in a tank under tremendous heat, by flying in the stratosphere, by diving in a submarine, and by sailing for long

periods on a life raft at sea. One must know how the rations will work in actual battle conditions.

Captain McClinn conducted an elaborate experiment with the cooperation of the Army Air Forces; restaurant and hotel men and other experts were invited to be present and to offer practical suggestions. Gliders were employed and a conveyor belt release mechanism made it possible to drop supplies. Cargo planes released colored parachutes—reds, greens, yellows—to indicate the different types of supplies, and mess personnel were parachuted down to prepare the meals from the supplies that had preceded them. Huge C-47's towed gliders into position, and these dropped silently to the ground bearing the heavier equipment—ovens and refrigeration units weighing as much as a ton and a half. In less than an hour from the time the experiment started, a hot meal was ready to be served to the soldiers on the ground. Everything necessary, including the cooks, had been carried by air.

Thus the details of research in mobile military feeding might be elaborated. Experiment has shown what foods can be best digested at great altitudes; food-warmers, equipped with electrical appliances, have been fitted to planes. And always, as the infantry has advanced into enemy territory, entire airborne kitchens complete with provisions and well-trained staff have preceded them, so that hunger and exposure have never needlessly been added to the difficulties of the campaign. The superb planning of one of the most vital, though seldom heralded, branches of the service has splendidly justified the painstaking thought that has been given to it.

So much may be said for the application of food chemistry to the problem of war feeding. Let us turn now to the illustration from antiquity, in which the refinements of modern science are conspicuously lacking, but in which the wisdom or carelessness of military commanders have produced their inevitable results.

It was in the winter of 218 B.C. that the two Roman consuls, Cornelius Scipio and Sempronius, were dispatched to northern Italy to confront Hannibal, who had just traversed the Alps with his great forces and his terrifying elephants. The Roman armies were deployed in the region between the Po and Trebia rivers, and at the latter river presently was to be fought the Battle of the Trebia with its resulting disaster to the Roman cause.

It is our purpose to assess the relative importance given to food, rest, warmth, and adequate care of personnel by Sempronius, the Roman commander, on the one hand, and by Hannibal, on the other, and to observe the effect of their decisions on the outcome.

The two Roman consuls differed sharply in character. Scipio, who had been wounded, was disinclined to force the action. He was cautious but, on the whole, wise. Sempronius, on the other hand, encouraged by a minor success, harangued his army, disparaged the hesitancy of his colleague, and prepared to bring the matter to an immediate decision at arms.

Hannibal's intelligence service was excellent, and his comprehension of the entire military situation perfect. Nothing would suit him better than to meet the Romans quickly, and great was his satisfaction when he discovered through the reports of some Gauls, whom he sent out to scout in the Roman camp, that Sempronius was determined to make an early attack. Hannibal made a personal survey of the district of the Trebia and found a place beside the stream where high banks, overgrown on either side with marshy grass, bushes, and brambles afforded adequate concealment even from cavalry. He then ordered his brother, Mago, to select from the entire army a picked body of one hundred cavalry and one hundred infantry and to bring them to headquarters at the first watch. Meanwhile, he bade them look to rest and refreshment ("... nunc corpora curare tempus est"—Livy xxi, 54, 2). Mago returned to his brother shortly with the two hundred men, and by a system of coöption, whereby each man selected nine others like himself, the band was increased to two thousand. These were concealed by the riverbank and Mago then sent Numidian cavalry across the river to provoke the Romans to attack. At the same time the other Carthaginian commanders, both of the infantry and cavalry, were instructed to see to it that all soldiers had an ample breakfast, so that they might thereafter be ready for action, with arms prepared and horses saddled, as soon as the signal was heard. ("Ceteris ducibus peditum equitumque praeceptum, ut prandere omnes iuberent, armatos deinde instratisque equis signum expectare"—Livy xxi, 54, 5.)

Sempronius was, as has been noted, eager for battle, and he promptly opposed the marauding Numidians, first with his entire force of cavalry and pres-

ently with his infantry to the number of six thousand. The snow was falling heavily, and the proximity of rivers and marshes added to the keenness of the winter cold. Furthermore, the impetuous Sempronius had committed his forces to the encounter without any thought to their subsequent supplies. No food was made available either for men or for horses; they were not protected against the cold; there was no heat in them; and the chill winds blowing over the river increased their wretchedness. They succeeded in fording the icy river, with the water rising to their breasts, but hunger and fatigue had now taken its toll of human strength, so that they could scarcely hold their arms. They dropped with weariness, and as the day wore on they were faint with hunger. ("Ad hoc raptim eductis hominibus atque equis, non capto ante cibo, non ope ulla ad arcendum frigus adhibita, nihil caloris inerat, et quidquid aurae fluminis adpropinquabant, adflabat acrior frigoris vis. Ut vero refugientes Numidas insequentibus aquam ingressi sunt—et erat pectoribus tenus aucta nocturno imbri—tum utique egressis rigere omnibus corpora, ut vix armorum tenendorum potentia esset, et simul lassitudine et procedente iam die fame etiam deficere"—Livy xxi, 54, 8f.)

With the culpable negligence of Sempronius in sending his Roman legions into battle ill equipped in food and means of warmth, one may contrast the meticulous attention to these vital matters that was shown by Hannibal's soldiers. They built fires before their tents, anointed their limbs with oil, and, above all, partook of a leisurely and (we may assume from the mention of the fires) a hot meal from the provisions that had been sent in for that purpose. As a result they were alert and refreshed when they were ordered into battle. ("Hannibalis interim miles ignibus ante tentoria factis oleoque per manipulos, ut molli-erent artus, misso et cibo per otium capto, ubi transgressos flumen hostis nuntiatum est, alacer animis corporibusque arma capit atque in aciem procedit"—Livy, xxi, 55, 1.)

Meanwhile, Sempronius had steadily added to his numbers. Those who finally crossed the river totaled at least forty thousand. Of these, eighteen thousand were Romans, twenty thousand were Latin allies, and some two thousand auxiliary troops came from one Gallic tribe. It is not necessary to recall in detail the course of the conflict, nor the skillful deployment of infantry, cavalry,

and elephants on the Carthaginian side, for our interest is confined to the simple but important matter of food and the relative care that had been taken to nourish each army.

Livy is well aware of the importance of this factor, for in paying tribute to the courage of the Romans, he says that they were sustained by valor rather than physical resistance, since they were opposed to Carthaginians who but a short time ago had refreshed themselves for battle, while they themselves were stricken with hunger and cold. ("Pedestris pugna par animis magis quam viribus erat, quas recentis Poenus paulo ante curatis corporibus in proelium attulerat; contra ieiuna fessaque corpora Romanis et rigentia gelu torpebant"—Livy xxi, 55, 8.) The Romans had been negligent in the simplest arrangements for feeding their soldiers and they paid a heavy price for their carelessness. Of the forty thousand men who entered battle, only ten thousand were able to escape intact and make their way to Placentia. The severity of the weather also wrought havoc among the Carthaginians. Many soldiers and beasts of burden perished, as did almost all the elephants.

It should be pointed out that, while the Carthaginians took great care to have their soldiers well fed with hot meals that were eaten in whatever leisure they could contrive before the battle, they were apparently unable to provide mobile field kitchens during the encounter itself. Such an inference lies in Livy's statement that they desisted from the pursuit of the Romans at the river Trebia, and returned to camp so thoroughly chilled that they could scarcely take any pleasure in their victory. ("Finis insequendi hostis Poenis flumen Trebia fuit, et ita torpentes gelu in castra rediere, ut vix laetitiam victoriae sentirent"—Livy xxi, 56, 7.)

There is an enormous difference between the speed of transport and the variety of physical situations that existed in the campaigns of the Punic Wars and of modern times, and there is no less contrast in the elaborateness of the facilities that were developed to feed soldiers on the march. Nevertheless, within the pattern of human strength and need, it is clear that success or failure in a campaign may well depend on the care with which an adequate food program has been planned in advance, whatever the century may be in which the battle was fought.

AMERICAN CLASSICAL LEAGUE

REPORTS OF OFFICERS

REPORT OF THE PRESIDENT

Educational trends have not changed, apparently, since I made my report last year. The intensive discussion of the place of the humanities in college education continues. The study of Latin and Greek is either attacked or ignored in many of these discussions, in which few teachers of the classics take part. In the high school the enrollment in Latin seems, on the whole, to keep up; in some schools, indeed, it has increased notably, while in others it has decreased.

I have several times called attention to the importance of classical study as a common bond between us and our Latin-American neighbors. Now John Erskine has noted the same fact. In *The American Scholar* he says:

"It goes without saying, of course, that the South American universities, since they carry on the tradition of Latin civilization, give more attention than we do to the Greek and Roman literatures, and teach more diligently those works which first articulated the humanities and the humanistic philosophy. . . . The South American boy with his diploma in the humanities will wish to see how your command of Greek and Latin compares with his. . . . In practically all the South American countries the literary mood derives from the Greek and Latin classics and from the French romantics. . . ."

"We cannot afford to ignore this contrast between South American and North American literature, between the strength of the humanistic tradition there and the feebleness of it here. . . . The philosophy of the humanities represents a peak in man's long attempt to improve himself. . . . The founders of our country . . . laid down the principles of government for us according to this philosophy, but their successors soon tended to depart from it. . . . There are kind neighbors waiting to know us better. We need to know them. We might seek them out in order to learn; in certain precious matters we might be ready to sit at their feet. We might, indeed, if we care what men hereafter will think of us."

The American Classical League has done well during the past year in spite of all difficulties. We are chiefly indebted to Mrs. Beatty and her assistant, Mrs. Brown, for carrying a heavy burden in

the office, and to Miss Lawler for undertaking some of the work of the Service Bureau in addition to her work as Editor. For the first time in four years, membership has revealed a gain instead of a loss; furthermore, the gain is greater than any since 1936. *THE CLASSICAL OUTLOOK* has offered its readers three more pages of reading matter than ever before, and, what is more, its quality has received wide commendation. The business of the League is on a sound basis, but income is not sufficient to undertake cherished projects for the benefit of classical teaching. One project, however, which has been simmering for several years, that of the Founding Fathers and the Classics, is getting under way, and details will be announced in *THE CLASSICAL OUTLOOK*.

—B. L. ULLMAN, *President*

REPORT OF THE SECRETARY FOR THE YEAR MAY 1, 1944 — APRIL 21, 1945

Comparative Membership Table

	April 21, 1945	May 1, 1944
Annual	3408	3093
Life	125	125
Patrons	3	0
Supporting	34	5

Annual membership in the American Classical League shows an increase of 9% for the year just ended, with a comparatively large number of supporting members. The Junior Classical League has also added to its enrollment, and now has a total membership of 9463.

REPORT OF THE TREASURER FOR THE YEAR MAY 1, 1944 — APRIL 21, 1945

Current Funds

Receipts

Balance May 1, 1944	\$ 3,393.61
Membership Fees	3,351.85
Junior Classical League (net)	685.15
Sale of Service Bureau Materials (net)	4,708.92
Advertising	271.86
Emergency Fund	62.25
Total	\$12,473.64

Disbursements

Clerical Help	\$ 3,720.44
The Classical Outlook	1,425.52
Postage	984.60
Printing and Stationery	623.00
All Other Items	368.83
Balance April 21, 1945	5,351.25

Total	\$12,473.64
Balance in Endowment Funds	\$2,960.00

—CLYDE PHARR, *Secretary-Treasurer*

REPORT OF THE BUSINESS MANAGER OF THE CLASSICAL OUTLOOK

We are grateful that *THE CLASSICAL OUTLOOK* reached members approximately on time in spite of wartime shipping delays. About the same amount of advertising which was budgeted was contracted for. The paper on hand was sufficient for the year's issue except for the enlarged May number. The paper for the 1945-46 year has been ordered.

Because the time which can be devoted to the interests of *THE CLASSICAL OUTLOOK* has become so curtailed, the Business Manager tenders her resignation as of June 1, 1945, with regret.

—DOROTHY PARK LATTA,
Business Manager

REPORT OF THE EDITOR OF THE CLASSICAL OUTLOOK

After a year of minor vicissitudes directly or indirectly chargeable to the war, it is a pleasure to report that the ninth volume of *THE CLASSICAL OUTLOOK* was completed and placed in members' hands on time.

The editor is becoming more and more convinced of the need in this country for increased publication outlets for articles written by persons interested in our field. During the past year, more articles were received than ever before, many of them of unusually high quality. For sheer lack of space the editor was compelled to reject many of these contributions. In general, only very timely articles could be used at once. Others were accepted and placed in the files for future use (files already bulging, be it remarked, with articles accepted from one to three years before). Even so, *THE CLASSICAL OUTLOOK* accepts only articles never before published; it reprints nothing. Through the kindness of the Finance Committee, the editor was allowed four extra pages for May, 1945, so that some of the more timely articles, and also some of those which had waited so long to see the light of day, might be published.

Accordingly, the ninth volume of *THE CLASSICAL OUTLOOK* was the largest in the history of the American Classical League. It contained 88 pages, of which 81½ were devoted to reading matter, 6½ to advertisements. All the customary features were retained, and the verse-writing contest continued to be the most popular of those features. There were 95 contributors, representing 30 states, and also the District of Columbia, Mexico, and Canada. Among the contributors, in addition to members of our own profession, were lawyers, priests, a

minister, army personnel, a professor of modern languages, a professor of education, a music and dramatic critic, a professional essayist, the editors of the Webster Dictionary, the President of Education for Freedom, Inc., the President of the Boston Edison Company, and a famous columnist. None of these writers, be it noted, gave us material hitherto published; all of the articles were our own.

The feature of the year was an article published in the November issue—"Latin as an International Auxiliary Language," by the late W. A. Oldfather, of the University of Illinois, and his colleague, Dr. Marian Harman. This article aroused tremendous interest—so much so that from January on, every issue contained one or two "follow-up" articles on the same subject; and several others await publication at a later date.

The generous cooperation of other periodicals in the field, and of other classical organizations, has been continually manifest in the last year, and has made the editor's task a much lighter one than it would otherwise have been.

In the death of Professor James Stinchcomb, editor of *The Classical Weekly*, and the resignation of Professor Eugene Tavenner from the editorship of *The Classical Journal*, the editor loses two valued co-workers in the field.

With the resignation last spring of Miss Dorothy Park Latta, Business Manager of *THE CLASSICAL OUTLOOK* since its founding in 1936, the editor lost an able and untiring colleague, and the League a "tower of strength."

The editor is deeply grateful to Mrs. Beatty and Mrs. Brown, of the Nashville office, and to Mr. and Mrs. Paddock, of our printing firm, for loyal support and general helpfulness.

—LILLIAN B. LAWLER, *Editor*

BOOK NOTES

Studies in the Text Tradition of St. Jerome's Vitae Patrum. By John Frank Cherf, Katherine Tubbs Corey, Sister Mary Donald McNeil, Ruth French Strout, John Leslie Catterall, Grundy Steiner, and Harriet Clara Jameson. Edited by William Abbott Oldfather and Others. Urbana: University of Illinois Press, 1943. Pp. xi + 566. \$14.50.

This collection of studies was published under the auspices of the Graduate School of the University of Illinois, in commemoration of the seventy-fifth

year of the University. The volume will also stand as a memorial to the inspiring leadership of the late Professor Oldfather and his deep interest in this special field.

Chapter I consists of a general introduction and Hurter's text of the *Vitae*. Chapter II is a study of the Latin manuscript tradition of the *Vita Sancti Pauli*, by Dr. Cherf. Chapter III is a study of the Greek versions of this *Vita*, by Dr. Corey. Chapter IV is a study of the Latin manuscript tradition of the *Vita Sancti Hilarionis*, by Sister Mary Donald McNeil, Ph.D. Chapter V is a study of the Greek versions of this *Vita*, by Dr. Strout. Chapter VI is a study of the Latin manuscript tradition of the *Vita Sancti Malchi*, by Dr. Jameson. Chapter VII is a study of the Greek versions of this *Vita*, also by Dr. Jameson. In Chapter VIII Dr. Steiner discusses the general methods and results of the preceding studies.

Plans for these studies were initiated at the University of Illinois some twenty years ago, and a wealth of valuable material has been assembled. The present studies are considered by their authors as "preliminary to a critical edition of the Latin text of the *Vitae* to be included in the *Corpus Scriptorum Ecclesiasticorum Latinorum*." —W. L. C.

A Handbook of Classical Drama. By Philip Whaley Harsh. Stanford University Press, Cal., 1945. Pp. xii + 526. \$4.00.

This rather large but none the less efficient "guide book" to ancient drama will be appreciated by students of literature who are trying to find their way through the lush forest of Greek and Roman tragedy and comedy. All the separate sections are concise and factual. The businesslike style of the author insures the general reader a maximum of information, free from the confusion attendant upon the introduction of too much controversial matter; and the specialist who thrives upon controversies will find material to his taste in the Notes and Bibliography at the end of the volume. After an "Introduction to Greek Tragedy," the author proceeds to each of the three great writers of tragedy. He gives a brief discussion of the life of each, and of tragedy in his day; and then treats of the plot, source, development, staging, influence, etc., of each extant play by the author. Old Comedy, New Comedy, Roman Comedy, and Roman Tragedy are handled in the same way. The plays are not translated, but

abundant bibliographical information on good translations is given.

In the case of so encyclopaedic a work, no reader is ever fully satisfied. This reviewer would have preferred less literary criticism and more information on staging, and on the dance in the plays. However, the literary material is good; and the references to works influenced by the plays being discussed seem particularly felicitous.

The book should be especially useful to college classes in ancient literature in translation.

—L. B. L.

Notes And Notices

Officers of the Classical Association of the Middle West and South for 1945-46 are: President, Eugene Tavenner, Washington University, St. Louis, Mo.; First Vice-President, Nellie Angell Smith, State Teachers College, Memphis, Tenn.; Secretary-Treasurer, W. C. Korfmacher, Saint Louis University; Editor of *The Classical Journal*, Norman J. DeWitt, Washington University, St. Louis, Mo.

Officers of the Classical Association of the Atlantic States for 1945-46 are: President, Donald B. Durham, Hamilton College; Vice-Presidents, Juanita M. Downes, Cheltenham High School, Elkins Park, Pa., and Shirley Smith, New Jersey College for Women; Secretary-Treasurer, Franklin B. Krauss, Pennsylvania State College; Editor of *The Classical Weekly*, Edward H. Heffner, University of Pennsylvania.

Officers of the Classical Association of New England for 1945-46 are: President, LeRoy Carr Barret, Trinity College, Hartford, Conn.; Vice-President, Helen C. Munroe, Punchard High School, Andover, Mass.; Secretary-Treasurer, John W. Spaeth, Jr., Wesleyan University, Middletown, Conn.

Officers of the Classical Association of the Pacific States for 1945-46 are: President, Gail Allen Burnett, Westlake School for Girls, Los Angeles; Secretary-Treasurer, Arthur Gordon, University of California, Berkeley.

Officers of the Classical Society of the American Academy in Rome for 1945 are: President, William C. Greene, Harvard University; Vice-Presidents, H. J. Leon, University of Texas, and Mary Grant, University of Kansas; Secretary, Charlottle E. Goodfellow, Wellesley College; Treasurer, Lucy T. Shoe, Mt. Holyoke College.

Randolph - Macon Woman's College

has for thirty-one successive years produced an ancient Greek drama in the original tongue as an outdoor performance in May. The 1945 play was the *Agamemnon* of Aeschylus. Dr. Mabel K. Whiteside, Professor of Greek, directed the performance, and all parts were taken by students in her department. Faculty members in the departments of physical education and dramatics assisted Dr. Whiteside.

On May 5, 1945, the students of Adelphi College, Garden City, L. I., N. Y., presented a "Greek May Festival," with "pageants" by all the Greek letter societies of the college. In the evening an elaborate performance of Euripides' *Iphigenia Among the Taurians*, in translation, was given, with dance and song to the music of Gluck.

Cornell College, Mount Vernon, Iowa, held its second Classical Conference on May 11 and 12, 1945. The general theme was "The Classics and the New Curricula." Professor Mark E. Hutchinson, of Cornell College, planned the conference and acted as director; numerous other speakers, representing nine states, led the discussions.

On July 12, 1945, Saint Louis University, St. Louis, Mo., held its sixth annual Latin Teachers' Institute. Topics of the session were "Lessons for Latin from the ASTP Teaching of Modern Foreign Languages" and "The Place of Latin in Postwar Secondary Curricula." The same university held four "Conferences on Teaching Latin," on Friday afternoons in June and July.

MATERIALS

Dr. Emory E. Cochran will this year continue his famous series of "Libelli," or weekly bulletins for teachers of Latin. Each bulletin is based on a current newspaper headline, which is translated into Latin. Then a single word of the headline is developed etymologically, and correlated with words in English and other languages. Latin quotations involving the word under discussion, and interesting odd bits of information, are frequently included in the bulletins. The bulletins appear each Monday, unless Monday falls on a school holiday or an examination day in Dr. Cochran's school. Subscription for a school term is 75¢; address Dr. Emory E. Cochran, Fort Hamilton High School, Shore Road and 83rd Street, Brooklyn 9, N. Y.

American Classical League Service Bureau

The address of the Service Bureau is Vanderbilt University, Nashville 4, Tennessee.

The Service Bureau has the following new material for sale:

Mimeographs

606. Roamin' with the Romans. By Carolyn Bock. A clever program for club, assembly, "Open House," or radio. (From THE CLASSICAL OUTLOOK for February, 1945). 15¢

607. Our Latin Verb Town. By Mildred Simmons. A game for drill on conjugations. Can be played by the whole class at once. Contains charts of the endings of all tenses. Price, 15¢ for instructions and complete set of charts of endings; additional charts, in quantities, 1¢ each.

608. Sinatra Takes a Bow.—The Fifteenth Idyll of Theocritus in an American Setting. By Mark V. Carr. A dramatic skit written in the third century B. C., which by little more than the changing of the setting and the names is revealed as being startlingly modern. Makes a striking radio program; can be used for club or assembly as well. 15¢

Pamphlet

The Sociative Ablatives. By Bernard M. Allen. 10¢.

The following new and previously published material is available:

THE LATIN WALL CALENDAR

The 1946 wall calendar is 16 by 22 inches in size, and is expertly printed on paper of good quality. A plastic spiral binding at the top ensures easy handling. The 1946 calendar is unified around the theme of festivals of the Roman year. In addition, one date of importance in Roman history is marked in each month. Both the Roman and the modern systems of dating are used. Numerals are large and easily visible from a distance. There are large, appropriate illustrations, and quotations about the month or festivals celebrated in it. Borders and quotations are printed in color. Price, \$1.35.

There are a few copies of the 1945 calendar left. Price, while they last, \$1.00 each.

PICTURES FOR FRAMING

A set of 20 pictures, 9 by 12 inches in size including margins, printed in sepia on cream pebbled paper. These are pictures used on Latin wall calendars in past years. Subjects include ancient statues (Mars, a Centaur, Augustus, etc.), modern paintings on ancient themes (a scene in the Atrium, a scene in the Senate, etc.), restorations of ancient buildings, and views of places in Italy and Greece. Price of the set in a cardboard case, \$1.35.

POSTERS

Thirteen striking posters, 19" by 25", unless otherwise noted. Subjects are as follows:

1. The Pledge to the Flag in Latin (17" by 23"). A translation of the official version, printed in black beneath a large American flag, in red, white, and blue.

2. Preamble to the Constitution of the United States. The words of Latin derivation are printed in red, and the other words in black.

3. Skeleton Chart. The title is "Latin and Greek Serve as a Key to the Names of More than 200 Bones in Your Body." On a large skeleton, drawn in black, the names of several of the bones are printed in red.

4. Dictionary Chart. An open page of a dictionary, with the percentages of English words of Latin and Greek origin indicated in colors. Colors, red, green, and black.

5. Romance Language Chart. The title is "Latin Is the Basis of Spanish, Italian, and French." There are columns of related words in the four languages. Colors, red, green and black.

6. Legal Terms. Several legal terms, in Latin, with English translations, are printed in red, black, and bright blue.

7. Latin Phrases in Common Use. Several Latin phrases and their English translations are printed in red, black, and bright blue.

8. Loan Word Chart. The title is "The English Language Contains a Large Number of Actual Latin Words." There are two columns of examples, printed in red and blue.

9. Derivative Tree Chart. On a drawing of a tree, a Latin word is printed on the trunk, and English derivatives on the branches. Colors, black, brown, and green.

10. Scientific Inventions Chart. Space for pictures of a locomotive, radio, automobile, and telephone is provided, and the Greek and Latin words from which the names come are printed beneath. A list of other names is given also. Colors, red, black, and yellow.

11. Victory Chart. (19" by 28"). A picture of a winged victory, and below it derivatives of the Latin word *victoria* in English, Spanish, Portuguese, French, Italian, Rumanian, German, Dutch, and Polish. Colors, red, blue, and black.

12. Mottoes Chart. The title is "Some Latin and Greek Mottoes of the Armed Forces." Colors, red, black, and blue.

13. Pater Noster Chart. The Lord's Prayer in Latin. Colors, red and black.

Prices: Single posters, 50¢; three posters, \$1.35.

LATIN AND GREEK CHRISTMAS CARDS

An ample stock of Latin and Greek Christmas cards, newly printed, is now on hand, ready for delivery. Styles are as follows:

1. A woodcut of the Parthenon, printed in terracotta on white. Inside, a good-luck greeting in Latin, suitable for Christmas or any occasion. Envelopes to match.

2. Roman lamps, in silhouette. Inside, a greeting in Latin. Colors, green, black, gold. Envelopes to match.

3. The carol, "Silent Night," translated into Latin, printed decoratively with holly and ribbon borders. Colors, red, green, and black, on a buff background. Envelopes to match.

4. A softly-colored picture of the three columns of the Temple of Castor and Pollux reflected in the pool of the House of the Vestal Virgins, in the Forum at Rome. Inside, a greeting in Latin. Colors, green, brown, blue, red. Envelopes to match.

5. A picture of the Three Wise Men, with a Biblical verse (Luke ii, 14) in Greek. Inside, an appropriate greeting in Greek. Envelopes to match.

6. A woodcut of the Parthenon, printed in leaf-green on white. Inside, a greeting in Greek, suitable for Christmas or other occasions. Envelopes to match.

Prices: All cards, 7¢ each; 15 for \$1.00, any assortment.

POSTCARDS

Holiday postcards, with the greeting "Ferias Laetas!" ("A Joyous Holiday!") are available. They may be used for any holiday season of

the year. The design, in green ink, is taken from Columbus' drawing of one of his own ships. No envelopes. Can be sent through the mail for a one-cent stamp. Price, 30¢ for a packet of ten cards.

THE CLASSICS IN THE POST-WAR CURRICULUM Pamphlets

The High School's Obligation to Democracy. An answer to the N. E. A. pamphlet, "What the High Schools Ought to Teach." Prepared by a joint committee of the regional classical associations. 10¢

Why Latin and Greek Should Not Be Discontinued in Our Schools. Single copies, 5¢; 10 for 40¢; 25 for 75¢; 50 for \$1.25.

THE TEACHING OF FIRST-YEAR LATIN

Mimeographs

22. Teaching Latin Grammar as an Aid to English Grammar. 15¢

26. The Teaching of Latin Participles. 10¢

97. Some Suggestions for Using English Forms and Syntax in Teaching Latin Forms and Syntax. 10¢

127. Some Suggestions for Making Drill on Forms Interesting as Well as Thorough. 15¢

133. Suggestions for Teaching Roman Life, Character, History, and Religion in Connection with First-Year Latin. 15¢

134. Devices and Incentives in First-Year Latin. 20¢

135. Aims in First-Year Latin. 15¢

145. Improvement Sheet for Teachers of First-Year Latin. 10¢

180. Methods of Teaching Vocabulary in First-Year Latin. 15¢

187. Preparation for a Lesson on the Abolition of Time, by the Inductive Method. 10¢

204. A List of Latin Exercise and Drill Books, and Charts. 10¢

224. An Effective Device for Teaching the Meaning of Indirect Discourse. 5¢

225. A Simple Device for Teaching the Tenses of the Subjunctive. 5¢

228. An Outline for a Lesson on the Extent of Time. 10¢

234. Some Problems in Teaching Beginning Latin, and a Suggested Solution. 15¢

250. Mastering the Participle. 10¢

262. The Problem of Drill.—A Practical Suggestion. 5¢

278. A Bibliography for Collateral Reading in English for Pupils in First-Year Latin. 10¢

279. Latin Words and Phrases in English, with Concrete Suggestions for Their Use in First-Year Latin. 5¢

287. Classroom Devices for Teaching English Grammatical Forms and Usage in Connection with First-Year Latin. 10¢

288. The Teaching of the Subjunctive Mood. 10¢

290. Teaching Clauses of Result. 10¢

298. The Translation into Latin of English Prepositions. 5¢

304. An Outline of Methods for Teaching Vocabulary in First-Year Latin. 10¢

308. Latin Notebooks. 10¢

341. Classroom Activities on Derivation in First-Year Latin. 10¢

355. Contracts for Beginning Latin. 10¢

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